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AUTHOR Shaughnessy, Joan
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ABSTRACT

This guide answers three basic questions on how to develop a professional community of learners: (1) What type of polices, structures, and procedures will help staff to connect with and learn from one another? (2) What incentives help schools to undertake community-wide learning? and (3) How can schools transform themselves into professional learning communities? The guide outlines the characteristics of professional learning communities, suggests some clear targets for teachers who participate in these communities, outlines the underlying principles for achieving this type of teacher learning, and discusses the work of school leaders who are creating such learning communities. The text explores how learning communities are fostered when groups of educators within a building share a common purpose for learning. This shared purpose can then lead to a type of learning that builds upon common experiences and is committed to an ongoing analysis of the actions and underlying causes behind those outcomes. The paper focuses on teacher learning in school settings, ways to clarify goals when developing a professional community, building incentives for teacher learning/skill development, principles that promote learning, factors affecting learning-to-learn skills, and advice for administrators on how to reengineer incentives. Four appendices offer further suggestions for encouraging professional development. (RJM)

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INITIAL GUIDELINES ON BECOMING A LEARNING COMMUNITY

OERI Event No. 36

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Submitted by
Joan Shaughnessy

School Improvement Program
Robert E. Blum, Director

Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

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Joan Shaughnessy

Introduction

Recent research describing the characteristics of successful schools documents the existence of a set of key elements for quality schools which have been subsumed under the heading of Professional Learning Communities. The existence of schools with these characteristics and the documentation of their ability to improve student achievement have been appearing in the school reform literature for the past few years. A working list of the crucial elements of Professional Learning Communities is presented on Table 1, while a list of the expected benefits that research has shown to be associated with Professional Learning Communities is displayed in Table 2.

Table 1.
Characteristics of Learning Communities

A. Shared Leadership
Administrators, along with teachers, are learners too, "questioning, investigating, and seeking solutions" for school improvement.

B. Collective Creativity
Educators learn to apply new ideas and information to problem solving so they can create new conditions for students.

C. Shared Values and Vision
Sharing vision is more than a group agreeing with a good idea; this group holds firm to a particular mental image of what is important for individuals and for the organization.

D. Supportive Condition
The learning community finds resources, creates schedules and generates structures that reduce isolation for its members; it runs on policies that encourage greater autonomy, foster collaboration, enhance effective communication, and provide for staff development.

E. Shared Personal Practice
Teachers find help, support and trust as a result of developing warm relationships with each other. Teachers tolerate (even encourage) debate, discussion and disagreement. They are comfortable sharing both their successes and their failures. They praise and recognize one another's triumphs, and offer empathy and support for each other.

Table 2.
Impacts of Professional Learning Communities

Outcomes for Staff

- Reduction of isolation
- Increased commitment to school's mission and goals
- Shared responsibility for the total development of all students
- Powerful learning for teachers which
  - defines good teaching and classroom practice
  - creates new knowledge and beliefs about teaching and learning
- Increased meaning and understanding of
  - content that teachers teach
  - roles teachers play in helping all students achieve expectations
- Higher likelihood teachers will be
  - well-informed
  - professionally renewed
  - inspired to inspire students
  - committed to making significant and lasting change

Outcomes for Students

- Decreased drop-out rate and "cut" classes
- Lower rates of absenteeism
- Increased learning distributed more equitably
- Larger academic gains than in traditional schools
- Smaller achievement gaps among students of different backgrounds

While there is a widespread agreement about the value of operating as Professional Learning Community (PLC), there are few clear guidelines for creating Professional Learning Communities. Research on techniques to generate this array of characteristics is still underway. However, by examining generic findings about changing organizational climate and incentives for learning, we can make some preliminary recommendations and suggest activities for the formation of a learning community. This report provides an outline of guidelines for forming PLCs, by stressing the conditions needed for profound teacher learning in communities.

Rationale and Report Organization

We start with the belief that community-wide growth is what Professional Learning Communities are about, yet this can only happen when the members of the community work with one anther to reconceptualize their work and rethink their interactions within that environment. Learning communities are fostered when groups of educators within a building share a common purpose for learning. Then, with that goal in mind, they engage in deep, profound and extended learning with and through authentic interactions with each other. Such learning is more than the sharing of information but instead includes dialogue, reflection and targeted feedback to and from each other. This type of learning needs to build upon common experiences and be committed to ongoing probing into the impacts of one's actions and into the underlying causes for those impacts. Because of its depth, such learning enables teachers to tackle new endeavors, ones that they had never done before.

The learning activities of such a community must be intensely "real" and, if the teachers are to apply their learning to improve their instruction, the participation in these activities must take place in an authentic context. In addition, the learning must be ongoing and lifelong.

Ensuring a commitment to continued lifelong learning is not simply a goal for the teachers in a school. In reality, creating a climate that fosters this type of learning in students is a vital part of a teacher's job. Knowing what it takes to foster such learning is a topic that research is learning more about each year. A recent research synthesis completed by Kathleen Cotton verifies that lifelong learning skills and higher order capacity for learning can be taught. Working from Cotton's work on *Life Long Learning* (1998), this guide presents motivating principles which promote student learning, and discusses how these can create a system of incentives for teacher learning.

To reiterate, the foundation for our guide is the concept that a learning community is a group of individuals who have the skills and the motivation to:

- be actively engaged in lifelong learning and
- be open to new ideas and prepared, even eager, to learn new skills and take on complex forms of learning

A list of these complex forms of learning as described by Cotton (1998) is presented in Table 3.

Table 3.
List of Higher Order Learnings Needed in a Professional Learning Community

- Problem solving
- decision making
- fluency (generating many ideas)
- flexibility (taking different perspectives)
- originality
- elaboration
- observation
- exploration
- generating hypotheses
- integration
- making comparisons
- transferring skills and knowledge from one setting to anther
- development of organizational capabilities such as
  - planning
  - reflection
  - gathering and using evidence
  - analysis
  - synthesis
  - evaluation

Teacher Learning in School Settings

Learning in a social setting is the work of schools, so at first glance it would seem that collaborative teacher learning of skills including those needed in a PLC should already be underway in school settings. However, the focus of the learning usually provided to teachers in schools is more likely to provide disconnected factual knowledge or isolated practice of limited strategies or skills. Even though teacher training is offered in a group setting, the staff development is often structured in a way that expects each teacher to make their own meaning rather than to assist the group to engage in community-wide learning. It would seem that in our system of education, while collaborative learning is listed as a value to be taught to our students, groups of teachers do not seem to be engaged in deep and profound learning for the sake of their students.

We pose several questions about this paradox.

- What is there about the culture and operation of the school that minimizes opportunities for deep and profound learning for the staff of the school?
- Why is it that the staff's learning is often disjointed and disconnected, making it more difficult for them to provide students with the experience of collaborative learning?

- What kinds of conditions would be need to change in the school setting to foster community-wide learning?

When we think about these questions, there are a number of potential answers that surface. Our responses are built upon several premises which form the outline for this initial report. The first is that moving a school staff toward becoming a learning community requires that the educational system establishes clear targets that describe teacher actions in a learning community. The second premise is that becoming a professional learning community requires substantive changes in a school's culture and operation, and that making such change means modifications in incentives for learning to motivate and sustain such change. A third premise that is connected to changing incentives is that the job of reengineering incentives falls to leadership. The upshot of this premise is that to create Professional Learning Communities, school administrators need to learn strategies that modify the structure of the school culture and increase the incentives for Professional Learning Community formation..

With these three premises as starting point, this guide offers three sets of strategies, resources or activities which can be used to promote learning for communities of teachers.

Clarifying the Target

Research on the learning process has shown that learning is maximized when we are clear about our targets and provide definitions about the types of skills which are expected from the learner. When working toward the conditions for a learning community, teachers are the learners and so ideally teachers need to have a clear definition of expectations and end results. While states and districts have made a number of attempts to ensure ongoing teacher learning, these are mostly expressed by listing university courses or inservice hours in which new, less experienced teachers are expected to participate. Much like the seat hours schools use to "verify" student learning, college transcripts leave the targets unspecified. These courses do not describe the professional expectations for expert teachers nor do they make clear what kind of lifelong learning skills we anticipate teachers displaying.

Some recent works on defining standards for the teaching profession have begun to outline the amount of ongoing learning we expect from teachers, but interestingly these have not been widely disseminated and so for many teachers and for many administrators, college course work is the dominate mechanism for teacher professional development[1].

It is our suggestion that the work of building a learning community may well start in much the same way as the building of a successful curriculum; i.e., with an attempt to

[1] For this reason, we will not use the term professional development (which includes many of these disconnected activities that are offered to teachers) but instead will be talking about learning which promotes professional learning communities in this report. In addition, instead of referring to the extensive body of research on teachers' professional development, we will use research about the development of students' learning-to-learn skills and lifelong learning as the source of recommendations for teachers learning.

"backwards map" and identify what teacher learning in a learning community looks like and how an engaged teacher performs when he or she is an active life long learner. So what are the standards for teachers' lifelong learning? What is acceptable evidence that teachers are demonstrating a commitment to learning? How does a teacher who has a strong commitment to learning act? Working from research that has been done to describe students' learning-to-learn ability, this guide suggests a beginning list of indicators in Table 4 below[2].

Table 4.
Beginning List of Performance Indicators for Teacher Learning Skills in a Learning Community

INDICATOR	TEACHER BEHAVIORAL INDICATORS
Teachers refer to the purpose for learning and see it as way to foster improvement	**Teacher:** **1. Shows determination in the pursuit of learning and tackles new tasks with enthusiasm.** **2. Demonstrates perseverance in his or her learning, addressing challenges until they have learned what is needed to accomplish their goals.** **3. Asks for and accepts feedback from others with the belief that input from others will assist in their learning.** **4. Has discussed and is able to apply some standard to judge their own learning—for example teacher could indicate that their learning is at a sufficient level for them to use their new knowledge in a classroom setting.**
Teachers demonstrate a commitment to striving for continuous learning	**5. Is able to explicitly state their reasons for the learning they are engaged in.** **6. Self assesses his or her abilities, referring to areas of social skills or content knowledge needing improvement.**

[2] NSSE materials and CCSSO standards were used as sources for this material.

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If ensuring that teachers can actively participate in professional learning community work is an crucial goal in our educational system, it becomes important that teachers achieve the skills in Table 1. Given this, our next section will focus on what can be done to assist teachers to reach this capacity for lifelong learning in a community.

Building Incentives for Teacher Learning/Skill Development

Researchers who report on the promotion of lifelong learning indicate that when individuals interact with a variety of people and have the opportunity to engage productively with one another, they are more likely to have deeper learning. In this guide we suggest that many of the same approaches used to promote a school climate which enables students to engage in learning-to-learn skills can also provide the initiative for cultural changes in schools. Therefore, this section of the guide started with a literature review of these areas and applied their findings with and for teachers. To spell this out more concretely, this section of the guide describes approaches that should enable teachers to learn the needed repertoire of effective learning skills by listing the conditions which enhance learning motivation and expand teacher willingness to engage in deep learning. Creating the conditions outlined in this section should strengthen the conditions for deep or profound learning and, in turn, promote PLC development.

Learning theorists have been working on defining the elements of preconditions for this type of learning. Roland Barth, for example, discusses what he calls "Profound Learning." These characteristics which he believes foster such learning are outlined below.

Profound Learning is fostered by:

- **Acknowledging one's inadequacies**
- **Posing one's own problems**
- **Risk taking**
- **Humor**
- **Collaboration with other learners**
- **Compassion**
- **Modeling**
- **The presence of a moral purpose**

Other systemic principles for the promotion of profound teacher learning are outlined on Table 5.

Table 5:
Principles That Promote Learning

1. Celebrate all learning emphasizing that learning should be logical, moral and fun.

2. Encourage and teach teachers to structure their own learning, rather than structuring it for them. Encourage people to discover their own learning and thinking styles.

3. Teach everyone to self-evaluate, re-examine and investigate. Action research is an effective way to do this because it honors the knowledge that teachers bring to new learning. Teaching teachers the results of research carried out by outside researchers may account for a widespread sense of the irrelevance of research findings because research findings are often presented as if the teacher is a blank slate who has nothing to bring.

4. View mistakes as stepping stones to continuous learning.

5. Be willing to rework organizational systems and structures.

6. See learning as an emotional process; and make the school culture a supportive place to be. Establish a climate in which teachers feel free to experiment with new and more complex ways of processing information.

7. Help groups of teachers to transfer their knowledge and power to each other.

8. Spread the idea that knowledge needs to be accessible to all in the school community.

9. Communicate that ideas are best developed through dialogue and discussion and then model that process throughout the organization.

10. Ensure Authentic learning. Provide teachers with learning that has real day-to-day application for the work they are doing. Provide the learning in real settings—i.e., in their school, not at "a hotel learning community." Eliminate meaningless or disconnected "learning." Do away with all perfunctory experiences. Ask hard line questions about each professional development event!

If a district is eager to promote learning comminutes, they will have to revamp the experiences so teacher learning is done in a community. Furthermore, for such learning to be meaningful to the group, these who are designing learning activities need to enable communities of teachers to make sense of their practice and to develop a group-wide sense of resourcefulness and curiosity. To initiate a discussion of changes that are needed we offer the guidelines in Table 6 to illustrate ways to create the appropriate climate in schools; these have been adapted from Cotton's work on lifelong learning (1998). In

addition, we have also collected a number of materials which can be adapted by administrators for use with their teachers. These are attached in supplemental appendices but are referred to in this table.

Table 6:
Climate Factors to Develop Learning to Learn Skills

Staff interest in continuous learning should be greater when learning experiences offered to them provide for:

- Team-wide improvement over time, rather than comparing one teacher's performance in relation to others.
- A supportive learning environment in which all ideas are welcomed and respected.
- Clear goals for learning activities along with advance organizers to structure learning.
- Learning tasks that have meaning and relevance for teachers' own day-to-day practice.
- Authentic work that is difficult enough to be challenging, but not so difficult as to be frustrating.
- Clear expectations that teachers can and will perform the tasks successfully.
- Communication of the fact that learning success depends primarily on effort—not native ability or luck.
- Rewards and encouragement which are contingent on success or improvement[3].
- Teacher choice about learning activities which will be most likely to support the whole community.
- Peer interaction in group learning activities.
- Elements that stimulate teachers' curiosity, storytelling[4], anecdotes, analogies[5], humor, and the interjection of personal and emotional elements to engage teachers' interest.
- Assistance and support when teachers become frustrated or lose their momentum on learning tasks.
- Adequate time for thoughtful completion of the learning tasks.
- Experiences with learning success supported with "warm" feedback[6].

[3] A list of ways administrators can encourage teachers is displayed in Appendix A.
[4] Guidelines for storytelling are displayed in Appendix B.
[5] For a description of activities which use analogies to foster teacher reflection, see Appendix C.
[6] A description of what to included in warm feedback is shown in Appendix D.

Reengineering Incentives: Advice for Administrators

A number of books on leadership provide some succinct advice for leaders who are working to promote the growth of Professional Learning Comminutes. Summaries of some of this advice, along with guidelines for promoting Learning to Learn skills are included in this section of the guide.

In Ken Blanchard's newest book, *Gung Ho! Turn On the People In Any Organization*, he recommends that managers need to: 1) make the work worthwhile; 2) put people in control of achieving their goals; and 3) cheer on the progress—give enthusiastic, but deserved congratulations.

Rosabeth Moss Kanter discusses seven skills leaders need to promote communities of learners. First, the leader must be a problem-finder, a person with "restless dissatisfaction" who sees the gap between reality and excellence. She suggests that such a leader is a person who would "take his/her worst critic to lunch." Secondly, the leader needs "kaleidoscope thinking," or the ability to see new patterns. Next, the leader must be able to articulate a clear and compelling vision—a picture of where the organization is going, not the flavor of the month. Building allies, backers, supporters, and coalitions among the power-holders and the stakeholders is another critical requirement. Fifth, the leader must create a team of people who own the idea, and then support and protect that team. A sixth ability is the endurance to persist and persevere; she warns that it is a failure of leadership to launch a new effort and then leave it. She also warns administrators about deserting new efforts in the middle, saying that "everything looks like a failure in the middle." Middles are difficult for predictable reasons: 1) time and resources may become short; 2) unexpected obstacles may pop up; 3) a tired team may experience a loss of momentum; and 4) critics tend to surface in the middle, when a project is nearing success. Last, Kanter believes that it is important for leaders to share the credit and recognition with the teachers.

Peter Senge, known best for *The Fifth Discipline: The Art and Practice of The Learning Organization*, explains the concept of tension and its application to administrators who are trying to work toward the development of a learning community. Creative tension is the gap between the vision and current reality, the resolution of such tension needs to be based in a commitment to authenticity. He says that leaders first need to model and then to nurture quality thinking and openness. The leader needs to recognize that "people with the most power are those with the least formal authority" and that "leadership springs from deep personal conviction."

Administrators who are intent on developing learning communities need to put teachers in the role of actively seeking information and constructing meaning from their learning experiences and materials. Researchers and other experts recommend the following practices for developing self-directed learning skills:

- Trust in teachers' ability and willingness to engage in self-directed learning.

- Expect some initial apprehension from teachers who are unaccustomed to assuming responsibility for their own learning; overcome their reluctance by making certain they understand that guidance will be available to them throughout the process.
- Communicate to teachers that learning is mostly about discovering connections and making meaning—and reinforce this by focusing on the process of learning—generating ideas, trying them out, identifying relationships, and benefiting from mistakes.
- Promote self-directed learning and give teachers examples of and practice in writing goals and objectives that are personally meaningful and designing learning plans to achieve those goals.
- Provide the type of learning activities that foster self-direction for less experienced teachers.
- Ensure that the roles of guide, facilitator, and resource person in the learning process are primarily controlled by the teacher.
- Make sure teachers understand that self-directed learning does not mean learning in isolation, and provide opportunities for them to interact with others as part of their learning projects.

Many administrators believe that self-directed learning is too time consuming and so they create learning experiences for their staff treating teachers as passive and dependent recipients of learning. A rationale for using this approach is that generating ones' own knowledge is time consuming and teachers have a limited amount of time to devote to learning. But for those who have encouraged teacher self study or research projects, the benefits are significant. Having teachers involved in gathering their own evidence means that these teachers will be more likely to:

- recall a greater amount of information
- apply the learning in new situations
- use more complex and higher-order reasoning strategies to transfer the information learned
- have more creative insights into the issues discussed
- combine multiple perspectives so they can synthesize learning.

One purpose of these guidelines is to encourage school administrators to assess their own behavior to verify if they have set clear targets for their teachers and if they have established the conditions needed for intensive teacher growth and development because it seems likely that these actions will stimulate the growth of Professional Learning Communities. If school leaders are eager to promote learning communities, the prerequisite conditions should be helping teachers to:

- become actively involved in understanding and describing their own practice to consider how they might personally change
- get comfortable talking about practices with their colleagues
- work toward the evolution of a trusting atmosphere that encourages risk taking.

Administrators can use the following list to assess whether the environment of their school and district supports learning for teachers.

Does leadership at the school:

- demonstrate warm enthusiasm for learning?
- create a supportive learning environment in which teachers' ideas are welcomed and respected[7]?
- communicate the expectation that teachers can and will perform tasks most successfully when they are working interdependently?
- communicate to teachers that their success in learning new strategies depends primarily on hard work and continued practice?
- use praise or rewards with teachers when they observe success or improvement?
- allow teachers to take charge of and make choices about learning activities?
- provide opportunities for teachers to interact with colleagues in group learning activities?
- provide assistance and support when teachers become frustrated or lose their momentum for new learning?
- Provide teachers with adequate time for thoughtful completion of new learning?
- Learn more about teacher's previous experiences of learning to build off of successful learning experiences[8]

Effective approaches for teaching higher-order thinking skills include the following:

- Teach higher-order thinking skills in the context of teaching subject-area learning content.
- Emphasize activation and use of teachers' prior beliefs, knowledge, and experiences during classroom discussions.
- Conduct "inquiry" sessions, in which teachers are given a discrepant event and must devise questioning strategies that will lead them to resolution of the discrepancy.
- Ask a high percentage of open-ended, thought-provoking questions.
- Allow generous amounts of "wait-time"—at least five seconds—after posing open-ended questions.
- When teachers are formulating responses, stay with them, redirecting, probing, and reinforcing their thinking as they elaborate their responses.
- Encourage interaction among teachers for addressing complex tasks; specific roles may be assigned, e.g., task definer, strategist, monitor, challenger, etc.
- Share authority in discussions to encourage involvement and ownership of ideas.
- Encourage teachers to identify and critique the assumptions implicit in texts and other course materials.

[7] One suggested strategy for this is brainstorming (guidelines for brainstorming are provided in Appendix E).
[8] A set of questions that can be used to evaluate Teacher's Learning Experiences is included in Appendix E.

To summarize the advice provided in this section is designed to provide administrators with strategies that can increase teachers incentives to participate in a Professional Learning Community. These strategies includes the following recommendations:

- Create an environment that rewards passion.
- Encourage new learning by giving teachers new challenges.
- Eliminate bureaucratic hierarchies.
- Emphasize accomplishment, drive out politics, and never tolerate favoritism.
- Identify the people who think out of the box; encourage new ways of thinking.
- Don't tolerate the lack of integrity.
- Teach and model teamwork and initiative in schools.

Summary

The professional community of learners in a school is a powerful professional development and school change strategy, because the learning of this community focuses on staff learnings and this, in turn, produces enhanced student outcomes. Developing these communities is a challenge to those who support school improvement efforts. In this guide we have outlined the characteristics of professional learning communities, suggested some clear targets for teachers who participate in these communities, outlined the underlying principles for achieving this type of teacher learning and discussed the work of school leaders who are attempting to generate such learning communities.

This guide provides some preliminary guidance to answer these questions:

- What type of policies, structures and procedures will help staff to connect with and learn from one another?
- What incentives helps schools to undertake community-wide learning?
- How can schools transform themselves into professional learning communities?

Appendix A
Practical Ways Administrators Can Encourage Teacher Learning and Trust

- Notes left in boxes or on the desk complimenting effective instruction observed.
- Any kind of trinket or gift sincerely offered.
- Brief but frequent praise, celebration and recognition occasions at faculty meetings, board meetings, etc.
- Prominently featured graphs and charts—similar to the United Way thermometer—to view goal-oriented progress.
- Opportunities for successful teams to share their accomplishments in brief presentations. Perhaps every major meeting should begin with such presentations.
- Opportunities for individuals to share a goal-oriented success with other groups or school faculties.
- Every issue of the school or district newsletter should contain a column with team and individual accomplishments; some whole issues should contain banner headlines, with perhaps charts and graphs revealing growth.

Appendix B
Guidelines for Storytelling

Storytelling enables us to learn with one another—rather than from one another.

Sharing your story sets a different tone than making a presentation. To be a storyteller, you do not need to set yourself up as an expert on a topic; you just need to know what has touched you. Stories are most instructive if we learn to probe into their meanings.

Stories are best told or read aloud, so that listeners can connect with the storyteller and with one another. In their book, *Teachers' Stories: From Personal Narrative to Professional Insight*, Jalongo and Isenberg argue that:

[A] good and useful story of practice has at least four characteristics:

1. It is genuine and rings true.

2. It invites reflection and discourse, which are fundamental to reflective practice.

3. It is interpreted and reinterpreted.

4. It is powerful and evocative.

Sharing stories is a way that professionals can inquire together into ways and means of continuously improving their practice.

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Appendix C
Warm Feedback

- Must be heartfelt.
- Celebrate and reward numerous efforts and achievements, for everyday "small acts of heroism."
- Target recognition toward what the organization wants most.
- Recognize and celebrate team accomplishments and results.
- Vary the awards where possible.
- Personalize wherever possible.
- Small, inexpensive, easy gestures may be best; targeted liberality and frequency are more important.

Appendix D
Guidelines for Brainstorming Strategies

The purpose of brainstorming is to produce as many good ideas or strategies as possible in a fast, high-energy setting. It is often the first step in a focused, productive improvement meeting but to make it as risk free as possible, the following guidelines should be discussed.

1. The purpose or desired result of the brainstorming session is clearly stated—preferably in writing.

2. A recorder writes down each idea on a flip chart, chalk board or whiteboard. If using a flipchart, *post* (rather than flip) each page as it is completed.

3. Each person in the group has the opportunity to contribute **one** idea or strategy.

4. Each team member has the option to say "pass" when it is their turn to contribute.

5. Each person's remarks should be made as clearly and succinctly—in **20 seconds or less.**

6. There should be **no criticism** or discussion of anyone's ideas or strategies.

Expect to "piggyback" or build on each other's ideas: Some of the best strategies are generated in this way.

Appendix E
Teacher Evaluation of Learning Activities

Based upon this definition of authentic learning, what parts of this staff development activity helped you learn?

How do you know you learned?

Do you have any evidence that confirms that learning took place?

- Is there something you can do now that you could not do before?
- Does your view of how you relate to the rest of your environment changed?
- Do you have a new perception or mental image that guides your work?
- Are you now able to create something that will be significant in your classroom?

Which of the following learning activities did you do during this professional growth experience?

- Used my personal thinking ability and logic to generate a solution
- Used outsiders as a resource
- Worked with others in a team
- Created a presentation
- Wrote my own reflections in a log or journal
- Was able to compare one situation to anther via a field trip